

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH ONE STRAY TECHNIQUE

AN ARTICLE

JURISDICTION RESPONSIBILITY BY:

ERDA DWI ANDAYANI

F12112045



**LANGUAGES AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
ENGLISH EDUCATION STUDY PROGRAM
TANJUNGPURA UNIVERSITY**

2018

**IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE
TEXT THROUGH ONE STRAY TECHNIQUE**

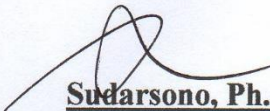
AN ARTICLE

ERDA DWI ANDAYANI

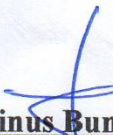
F12112045

Approved By :

Supervisor I

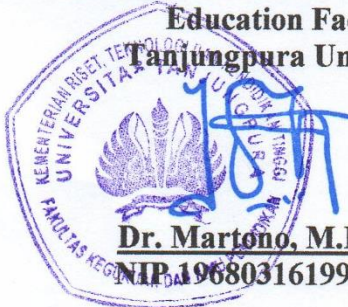

Sudarsono, Ph. D
NIP. 195804141987031001

Supervisor II

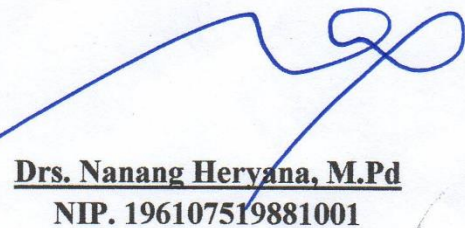

Eusabinus Bunau, S.Pd., M.Si
NIP. 196812301998031001

Acknowledge By:

**The Dean of Teacher Training and
Education Faculty
Tanjungpura University**


Dr. Martono, M.Pd
NIP. 196803161994031014

**Head of Languages and Arts
Education Department**


Drs. Nanang Heryana, M.Pd
NIP. 196107519881001

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH ONE STRAY TECHNIQUE

Erda Dwi Andayani, Sudarsono, Eusabinus Bunau.
English Education Study Program of Tanjungpura University
Email: erdadwi56@gmail.com

Abstract

The result of the research showed that students could comprehend narrative text with good comprehension. The problem of the research was students got difficulty to find out the meaning of the words, got less information during learning process because they were not active in reading the narrative text and its generic structure. Reading narrative text helped the students in finding the information about the story. The teacher explained the generic structure of narrative text to studying. The student sharing the information in the second group helped them in comprehending a narrative text. This research found out that there was an improvement of students reading comprehension in narrative text for each cycle by Implementing One Stray Technique in teaching reading comprehension and students' score improvements was better.

Keywords: *Reading Comprehension, Narrative Text, One Stray Strategy.*

RESEARCH BACKGROUND

Reading is one of language skill. It is a receptive skill. It can be active and passive. To comprehend a text, reading skill is more active than passive. As a receptive language skill, reading is taught to develop the skill of students to understand the information from written texts. Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity (reading fluency). In this process, the reader interacts dynamically with the text. The reader tries to elicit the meaning and various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing) (Alyousef, 2005). Sometimes the students are desired to read slowly and carefully. Other times, they are assigned to find specific information. Reading for the students is a bridge of understanding scientific books. Due to the

lack of English, the students may encounter problems when reading English Texts.

From the observation to Years-8 students, it was found that the students had a problem in doing narrative text exercises. There some students failed in determining supporting details and determining the generic structure of a narrative text and lack of vocabulary. Then, the teaching technique one stray technique applied recently need to improve in a classroom action research. The classroom action research consists of the procedures of planning, acting, observing, and reflection.

One Stray Technique introduced by Kagan. Desrita, zainil & Desmawati, (2013) reported that this technique was effective to teach reading comprehension of recount text. This technique enabled the students to give and receive information. This technique involves the students who stray and stay have to discuss it first before doing stray. So they

are equally informed about the narrative text. Discussions will help the students

The purpose of this research is to improve One Stray Technique to teach reading comprehension of narrative text to Year-8 the students of MTs Miftahussa'adah Pontianak in Academic Year 2016/2017.

RESEARCH METHODOLOGY

This research is Classroom Action Research. This research is a powerful method to help the teachers know that their practices are having the desired results (Glenda, Sakil, & Sandra, 2001). It is a method of finding out what works best in the classroom which can improve student learning (Gwynn, 2001). A Classroom Action Research covers planning, observing, acting, and reflecting.

Planning

In the planning stage, there are several things to prepare. The first one is communicating and discussing with the teacher about how the technique should be conducted and what is needed to implement the technique.

Next, is prepared a lesson plan. The lesson plan must be completed with the learning materials, learning media, and the assessment sheet. Besides of that, the tools to collect the data such a checklist observation sheet and field notes must be prepared too.

Acting

In the acting stage, started the teacher explaining the technique itself and what they should do based on the technique. The students were divided into ten groups consisting of four students in a group. The teacher gave a narrative text story. They had time to comprehend all of the text and find the information in the text. After reading the text, they moved and stay in the new group which consists of others group members and share the information that they have from the first group. When they finish discussing in their new group, they answer the questions related to the text, the teacher gave an assessment sheet to the students to check their understanding of the text. While the

comprehend content, understand vocabulary, and generic structure of the recount text. students and the teacher are doing their activities, the writer sees and make a note.

Observing

In this phase, the writer observed what happens during the activity, how the technique works, how the students and the teacher behave, and whether or not the technique could solve the problem. All of the result written down in observation notes.

Reflecting

In this last stage, the writer analyzed the data collected from the acting and observing stage. Together with the teacher, the writer analyzed the strength and the weakness of the technique.

If the result of this analysis is not satisfied, the other cycle conducted by giving some improvisation.

This research will be conducted in MTs Miftahussa'adah Pontianak. The participants are Year-8 the students of MTs Miftahusa'adah in Pontianak. Year-8 students consist of 30 students. There are 14 male students and 16 female students. To collected the data in this research, the writer used observation technique and the tools of data collection are checklist notes-observation and reading test. The reading test form was multiple choice. In this research, the writer focused on the computation of students' mean score and students' individual score. The data or the research finding would be discussed based on the result of students' reading test. The data computation would be computed by using the formulas below:

1. Students mean score

$$M = \frac{\sum X}{N}$$

Note:

M= mean score

$\sum X$ = sum of individual score

N = number of the students

Kubiszyn & Borich, 2003, p. 251

To classify the data, the writer provides the criteria of the students' mean score as follow:

Table 1. the criteria of the students' mean score

Total score	Qualification
80-100	Good to excellent
65-79	Average to good
50-64	Poor to average
0-49	Poor

(Heaton J. B., 1988, p. 146)

1. Students' individual score

To find out the students' individual score, the writer would use the following formula:

$$X = \frac{\text{total score}}{\text{total question}} \times 100$$

Note: X= the students individual score

RESEARCH FINDING AND DISCUSSION

Research Findings

This research was conducted in three cycles. During applying the One Stray Technique in the classroom, the writer and the collaborator cooperated to record the process of what actually happened in the classroom through observation checklist table and field note. After giving the students a worksheet, the researcher computed the students' score and classified the mean score into the qualification. All those steps were done to obtain the research findings.

First cycle

In the cycle 1, all teaching learning activities followed the steps written in the lesson plan. The teacher greeted the students, checked the students' attendance, introduced the material, brainstorming and asks the students' about narrative text that the students ever read to attract them in teaching learning process. The result of the first cycle was not good. In this cycle, most students still failed to achieve the minimum accomplishment criteria (MAC) (75). As can be seen in Table 2.

Table 2. The students' Achievement in the First Cycle

No	Frequency	Score
1	4	40
2	5	50
3	6	60
4	13	70
5	2	80
N		30
Total $\sum x$		1840
Mean		61.33

As can be seen from the above table, there were two students who achieved the minimum accomplishment criteria (MAC) (75) with the score of 80. The students' mean score is 61.33 (poor to average) and some of the students did not pass the minimum accomplishment. Besides the students' mean score, the writer also analyzed their mastery

of reading comprehension on narrative text, Can be detailed as supporting details 68,33% (average to good), generic structure 43,33% (poor), and vocabulary 83,33% (good to excellent).

In the reflection stage, based on the observed data discussed by the teacher and the collaborator was found some problems.

The problems were that some students got difficulty to find out the meaning of the words because of the limited dictionary in coverage words. Not all members were active in comprehending the narrative text which made them get less information because some of them did not know the story. Some of the students also said that they had problems in sharing the information and the students in strays did not convey the information clearly because the time was limited. Some others were still confused in determining the generic structure of the text and some of them did the exercise without interpreting the questions first. To overcome in that problem the teacher and the collaborator agreed to continue the study to the next cycle.

Second cycle

In the second cycle, the teacher and the collaborator did some action to overcome the problems in the first cycle. The action were

the teacher interprets the questions. The teacher asked them to comprehend the text with all the group members in 40 minutes. The teacher asked every group to determining the generic structure. The teacher also controlled group by group in order to make all the group members active in comprehend and helped the students in comprehending the text. After that, the teacher asked the two members in every group to stray and shared the information that they had found in the first group in 10 minutes. After shared the information, the students came back to the first group to do the reading test individually. All of the students follow the rules and the teacher's command.

After did some action, the students' score was improved. Some of the students achieved the minimum accomplishment criteria (MAC) (75). Twenty students can pass the MAC. The range of student score from 60 to 100. It can be seen in table 3.

Table 3. The students' Achievement in the Second Cycle

No	Frequency	Score
1	1	60
2	9	70
3	14	80
4	4	90
5	2	100
N		30
Total Σx		2370
Mean		79

Based on the students' achievement above we can see that the students' mean score is 79 (average to good) with 10 students did not pass the Minimum Accomplishment Criteria MAC (75). Besides of that, the students' mastery in supporting details is 80.00% (good to excellent), generic structure 73.33% (average to good), and vocabulary 90.00% (good to excellent). Based on the discussion between the teacher and collaborator, it could be concluding in this cycle was quite satisfactory because of

the students' achievement score in supporting details and vocabulary showing good improvement. The teacher and collaborator observed the students interaction when they shared the information. They were visible actively and help each other by sharing the information. The problem that matters in this cycle was the students' mastered of generic structure. Percentage of the students' answer in the generic structure was not improved. The teacher and collaborator agreed to continue the study to the next cycle.

Third cycle

In the third cycle, the teacher and the collaborator did some action to improved students' mastery of generic structure in narrative text. The action were that the teacher explained more about the generic structure of narrative text and asked the students one by one to determine the generic structure of the text that given by the teacher until they find the correct answer.

In this cycle the students were so active responding the story. when the teacher ask their opinion about the story they said that they liked the story because they have known

the story and easy to comprehend the generic structure of the story and when they shared the information they were no need much time because their friend has known the story too. All of the students taking part in comprehended the story. It made the learning process run smoothly and finally they can finish their reading test on time. All of the students can pass the Minimum Accomplishment Criteria (MAC) (75). Student's improvement in this cycle can be seen by the score that the students got. It can be seen in table 4.

Table 4. The students' Achievement Score in the Third Cycle

No	Frequency	Score
1	1	80
2	16	90
3	13	100
N		30
Total $\sum x$		2820
Mean		94

Based on the score above we can see that the students' mean score is 94 (good to excellent). All of the students reached the Minimum Accomplishment (MAC) (75). The students' mastery of finding supporting details is 93.33% (good to excellent), generic structure 94.16% (good to excellent), and vocabulary is 95.00% (good to excellent). After discussed with the teacher, the writer concluded that this cycle is better than the previous cycle. Problems appeared in cycle 2 had been minimized in this cycle. The students'score also showed a significant to 94. All the students pass the Minimum Accomplishment Criteria (MAC) in this cycle. Their mastery of reading comprehension aspects is also increasing. Their mastery in supporting details increased

from 80.00% to 93.33%, their mastery in generic structure of narrative text increased from 73.33% to 94.16%, and the students' mastery in vocabulary increased from 90.00% to 95.00%. In this stage, both the writer and the teacher concluded that the third cycle had been successful. The teaching and learning process was better than the first and second cycle.

Discussion

The writer made a bar chart to show the significant improvement of the students' mean score and a table to show the significant improvement of students' achievement of narrative text in the first,second,and third cycle as follow;

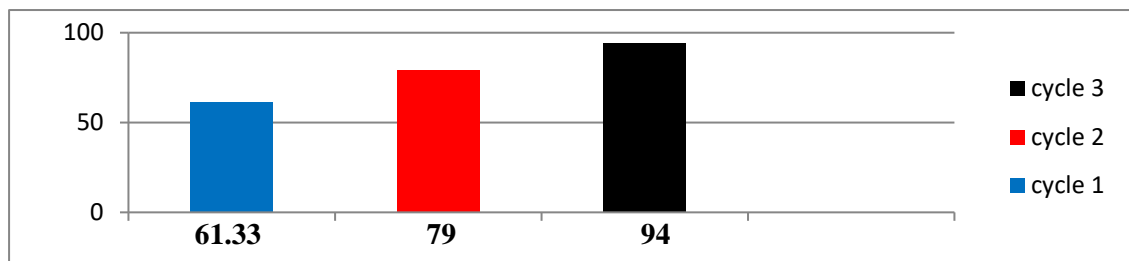


Chart 1. Comparison of The students' Mean Score in cycle 1, Cycle 2, and Cycle 3.

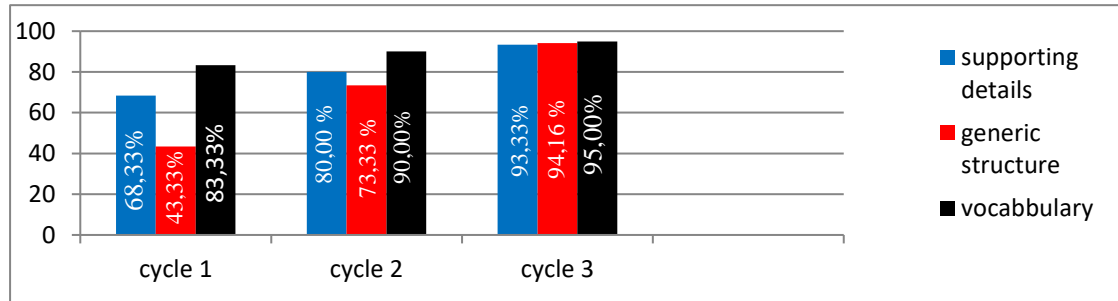


Chart 2. Comparison of Reading Comprehension Aspect Mastery and Generic Structure of Narrative text in cycle 1, Cycle 2, and Cycle 3.

After doing Cycle 1, Cycle 2, and Cycle 3 the teacher and collaborator get the data significantly. The teacher and collaborator agreed that three cycles were enough to get the data. In the first cycle there were 29 the students who did not pass the Minimum Accomplishment Criteria (MAC) (75) with mean score is 61.33, in the second cycle there were 10 the students who did not pass the Minimum Accomplishment Criteria (MAC) with mean score 79, and the third cycle all the students passed the Minimum Accomplishment Criteria (MAC) with mean score is 94. It showed that there was a significant improvement to the students' achievement in reading comprehension from the first cycle until the last cycle when implementing One Stray Technique.

The improvement of the students' score is not only seen from the general mean score, but also from the percentage of each aspect such as supporting details, vocabulary, and generic structure. When One Stray Technique is applied, the students were more active to follow all the steps in One Stray Technique. They were enthusiastic to see the story that given by the teacher. The students divided into groups, some of the students want to choose their own group member in the first cycle and some of them want the teacher to choose the group member for them. The students are also assigned to interact with two

kinds of group, named the first group and the second group.

In the first group they have to comprehend the narrative text and in the second group student who strays and stays have to share the information that they get in the first group. Some of the students look confused when the teacher asks them to comprehend the text. At the end of the first cycle, the teacher asks their opinion about the learning process and the narrative text. A student said that she did not know the story before and the story too long, some of the students also said that the time was too short to comprehend the text so they get less information from the text and do the assignment perfunctory. Some of the students were also seen not participating in the process of comprehending the narrative text given by the teacher and student who strays did not shared the information completely. The teacher and collaborator agreed to continue the study and minimized the problems in cycle two.

In the second cycle, all problems have been overcome with the planning that has been made on the reflecting stage. There was a change in the number of students who strays to make students who passive became active. The teacher also interprets the questions. The teacher asked them to comprehend the text with all the group

members in 40 minutes. The teacher asked every group to determine the generic structure. The teacher also controlled group by group in order to make all the group members active in comprehend and helped the students in comprehending the text. In this cycle student who strays amounted to two people and at the end of this cycle the students showing a good improvement. From 29 students who did not pass the MAC to 10 the students who did not pass the Minimum Accomplishment Criteria (MAC), but the teacher and collaborator agreed to improve the students' skill in determining the generic structure of narrative text. The study would be continued to cycle three. In the third cycle, all of the students' score is an increase. All of the students showed them participation in the third cycle. When the teacher asks the students' opinion in this cycle they said this cycle they can comprehend the narrative text well because they have known the story before.

The three cycles that have been performed show different results. In the first cycle, many the students who cannot pass the Minimum Accomplishment Criteria (MAC) due to the many problems encountered especially at the time given to the students are not specific so that each process is done quickly. In the second cycle, the teachers and collaborators solve all problems that occur in accordance with the planning done on the reflecting stage. The teacher gives the students a well-known story. In the second cycle, the students showed a significant improvement. From 29 students who did not pass the Minimum Accomplishment Criteria (MAC) to 10 the students who did not pass the Minimum Accomplishment Criteria (MAC). From the result of a student's answer, the students' ability to determine the general structure of the narrative text has not shown satisfactory improvement. The teachers and the collaborators agreed to continue the study in the third cycle. In the third cycle, the teacher explains again the general structure of the narrative text. The teacher asks the students about the general structure of the narrative text on the story

given in the third cycle. In the third cycle, all the students' comprehension skills increase significantly. It can be seen from the individual values of each student, the average value of the students, as well as the number of the students' correct answer.

The findings of this research showing that one stray technique can improve students' reading comprehension of narrative text with some modification. The modification as follows;

- a. One Stray Technique in stage "share or gather information" is the time for the students to exchange information they get from the first group so that the students can complement each other the information they have got. So the students can understand the narrative given by the teacher.
- b. The number of the students who strays has changed in the second cycle. From one student who strays to two the students who strays. This is done by maximizing the students in sharing information with the second group. The students can help each other in conveying information.
- c. In Building Knowledge of the Field, the teacher should find a various and interesting technique to do brainstorming activity that can activate their prior knowledge of the issue. It would determine the students' attraction, attention, and motivation. In the last cycle the teacher asks the students one by one to improve the students skill in comprehend the generic structure of narrative text.
- d. Randomize group members. The students with upper scores combined with high scores the students, this is done to help lower score the students improve their ability in comprehended the narrative texts given by the teacher.

CONCLUSION AND SUGGESTION

Conclusion

Based on the analysis of the study above and its result, it is concluded that the students' reading comprehension of narrative

text can be improved through Classroom Action Research by implementing Two Stray Technique. One Stray Technique was implemented as a part of stages in cooperative learning. It was started by the first group session where the students need to read and comprehend the text with all the group member, Then the two the students who stray continued to the second group discussion where they discuss the supporting details, generic structure, and vocabulary. After share or gather the information in the second group, they went back to their first group to share again about the information that they gathered. At last, they were given a reading test to test their comprehension. The whole process of two stray technique has increased the students' motivation and responsibility to participate actively in the learning process so they would obtain a better result in learning.

Suggestion

Based on the conclusion drawing, it is friendly suggested to teacher to: a. Help the students in finding the meaning of the vocabulary because the most of the dictionary that used is not complete and help them to determine the appropriate meaning of the word because there is a word with two or three meaning, b. In building the students' knowledge, the teacher should find interesting techniques to attract the students' attention and increase their motivation, c. using a short text to maximizing the use of the time in order to the students comprehend the text well and d. Explain to the students about the aspect of reading comprehension that will be assesses.

It is also suggested that the researcher could investigate how Two Stray Strategy increases the students' motivation in reading activity. In this study, the writer only focused on the students' reading score and only saw the motivation in general from seeing their activeness and eagerness in participating in the activity.

BIBLIOGRAPHY

- Alyousef, H. S. (2005). **Teaching reading comprehension to ESL/EFL learners**. Journal of Language and Learning, 5(2): 143-154.
- Elita, D, Zainil, Radjab, D. (2013). **Improving students' Reading Comprehension of Recount text Text Through Two Stay Two Stray (TSTS) Technique**. Journal English Language Teaching (ELT). 2(1): 66-76.
- Heaton, J. B. (1988). **Writing English language test**. New York: Longman Inc.
- Kubiszyn, T. (2003). **Educational testing and measurement classroom application and practice**. (7th ed.). New Jersey. John Wiley & Sons Inc.
- Mettetal, G. (2001). **The what, why and how of classroom action research**. The Journal of Scholarship of Teaching and Learning (JoSoTL). 2(1): 6-13.
- Nugend, G, Malik, S & Hollingsworth, S. (2001). **A practical guide to action research for literacy educators**. Washington DC: Global Operations Unit. International Reading Association, 444 N.